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ABSTRACT

Designed for use by special education teachers, the handbook provides activities to help students develop the socialization skills necessary for success in mainstreamed settings. The materials focus on concepts the students must master to be successful in general education classes. Three modules are presented: (1) self esteem (including recognition of the student's own and others' attributes and unique personal background); (2) sharing (including sharing materials and feelings with peers); and (3) cooperation (including working with individuals or small groups on non-academic and academic tasks). Each unit is briefly defined and includes anecdotal material. Each page of activities has symbols in the margins, denoting activities that require one or more of the following: pocket expenses, supplies found in schools, additional teacher preparation time, and non-commercial materials. (CL)

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SOCIALIZATION ACTIVITIES HANDBOOK FOR STUDENTS IN SPECIAL EDUCATION

NEW YORK CITY PUBLIC SCHOLS
BOARD OF EDUCATION OF THE CITY OF NEW YORK

DIVISION OF SPECIAL EDUCATION
OFFICE OF PROGRAM DEVELOPMENT
CURRICULUM DEVELOPMENT UNIT

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Foreword

The Division of Special Education recognizes the close relationship between students' academic progress and the development of socialization skills. Moreover, socialization skills are directly related to career awareness and employability. This socialization handbook provides teachers with activities which will assist students in developing the necessary skills to work with their peers and adults in a school setting.

The writing team was composed of both special and regular educators who are actively involved in teaching and have drawn on their daily experiences with students to formulate the socialization skills contained in this handbook. Before each writing session, the teacher-writers asked themselves such questions as "Would this help me in the classroom?", "Will my co-workers use this material?", and "Is this really going to do what we want it to do?" Only when these questions were answered affirmatively was an activity included.

The Division of Special Education looks forward to your suggestions for preparation of additional material in this area.

Alan Gartner
Executive Director

Acknowledgements

The Socialization Activities Handbook for Students in Special Education is a pilot project of the Division of Special Education, Alan Gartner, Executive Director, and Waldemar Rojas, Deputy Executive Director.

This activities handbook was prepared as a project of the Division of Special Education, Curriculum Development Unit, Bebe Bernstein, Administrator, under the direction of the Office of Program Development, Dorothy Lipsky, Chief Administrator. Lorelle Lawson, Curriculum Development Unit, was the Project Coordinator. Mary-Beth Fafard, Executive Assistant, Division of Special Education, reviewed and provided assistance in the preparation of this handbook.

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The publication of this project was coordinated by the Division of Special Education Curriculum Development Unit.

Sam Teicher, Office of Program Development, assisted with the production and was the project photographer. Florence Sapiro, Program Specialist, Curriculum Development Unit, served as liaison with the Office of Curriculum and Instruction.

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July 1983

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INTRODUCTION

Socialization is viewed as an integral part of all classroom activity. Without effective socialization skills, students often experience difficulty in participating in classroom activities and making academic progress.

This handbook is designed for use by special education teachers. It provides activities to help students develop the skills necessary for success in the general education classroom, and thus enables special education students to make a smoother transition from special education classes to the mainstream.

These materials focus on those concepts the student must master in order to be successful in general education classes. At the lowest developmental level, this may mean that a student must be able to recognize his/her own name. At the highest level, this may mean that a student must be able to cooperate with a group of peers in specific academic projects.

After assessing current levels of functioning, teachers can use this material to develop classroom strategies which will help students to strengthen the socialization skills appropriate to their developmental levels. While each activity includes a targeted grade level, it is recommendend that you look through all the activities and adapt those most suited to the needs of your students.

Organization Of The Handbook And Directions For Its Use

This handbook is a compendium of activities designed to help students develop and strengthen socialization skills.

The process for developing socialization skills in an educational setting requires structured activities which can be used across all curriculum areas. By using the activities in this handbook, teachers can facilitate the development of the required skills necessary for positive individual and group relationships.

The three areas contained in this handbook are Self-Esteem, Sharing, and Cooperation. Each unit is defined briefly and includes anecdotal material. It is recommended that you scan all the activities since many can be adapted to the needs of the students.

A key has been provided to assist you with lesson planning.

You will note that each page of activities has symbols in the margin, denoting activities which require:

"Out of Pocket" expenses

Supplies found in schools

Additional time for teacher preparation

Non-commercial materials

The following is suggested as a brief outline for the use of this handbook:

- Determine the student's current level of skill as indicated in the IEP and observe the student to determine if IEP information is valid.
- Review a particular area to determine appropriateness of activities for your students.
- Use the extender materials for reinforcement of any concepts in which mastery has not been reached.
- Infuse the activities into other curriculum areas whenever possible.

SELF-ESTEEM

MODULE I—SELF-ESTEEM

Perhaps the most important of the socialization skills necessary for positive group and individual relationships is self-esteem. Until students know who they are, it is impossible for them to deal productively with any relationship, peer or adult.

In order for students to feel good about who they are, the following concepts are important:

Students need to recognize their individual attributes (i.e. name, sex, hair color) and those of their classmates.

Students need to recognize and discuss their unique personal backgrounds.

Students need to identify and discuss their emotions and opinions.

Students need to identify and discuss their ethnicity and cultural backgrounds.

Students need to identify areas of academic competence.

SELF-ESTEEM

Introduction

Who am I? How do I see myself? How do I feel about my image? The answer to these questions impacts on every part of your life. Building and maintaining self-esteem is an ongoing process, affecting both children and adults.

As a teacher, your own sense of self is often put to the test. When carefully prepared lessons fail, it is often the teacher who feels like a failure. Student and teacher success are intricately intertwined. By providing your students with activities designed to enhance self-image, you increase the opportunities for mutual success.

Frequently, students arrive at school with a confused sense of themselves in relationship to their environment. They cannot maintain relationships with others because they, themselves, are in a state of flux. They cannot define their own needs and set goals. Your first step is to help students develop and expand their self-knowledge and identity. This sense of identity provides a firm base from which students can sort out perceptions and test behaviors. It is the job of the teacher to help students accept their weaknesses as well as strengths and take joy in their uniqueness.

With self-knowledge students can begin to understand feelings-both theirs and others'. The classroom teacher plays a crucial role by creating an environment in which it is safe to explore and express feelings and fears. As students grow emotionally, they begin to see gradations in feelings. What was once clearly right or clearly wrong is now filled with many "maybes".

Students who are learning to deal with complexities of feelings are able to be compassionate and empathize with peers. There is comfort in recognizing that they are not alone. Therefore, they can take part in an effective support group. It is only after students bridge the gap between understanding their own feelings and the feelings of others that they are able genuinely to participate in group activities.

Affective growth does not take place in a vacuum. Often students do experience failures and setbacks. The daily pressures of contemporary society, moreover, frequently cause students to struggle with their own identities.

Teachers can provide invaluable assistance to students grappling with the complexities of self-image. Teachers can structure lessons in small sequential steps which ensure success and independence. They can model behaviors which promote empathy, cooperation and self-esteem. They can also design classroom environments which reflect our pluralistic society and strengthen cultural pride and understanding.

DEVELOPMENTAL DESCRIPTIONS

K-2: SELF-ESTEEM

Children begin to get a sense of self in infancy. Each pleasurable experience builds on all of the past ones and strengthens self-image. As children grow during these early years, they learn new skills and acquire a sense of accomplishment. We can all visualize a toddler continually practicing a small task and then delightedly saying, "I can do it!" However, with these accomplishments come setbacks and an awareness of limits.

As children enter kindergarten, they move from small settings (home, nursery school, day care) into the larger school environment. Their exposure to new spaces, to a larger variety of adults, to children of different ages and ethnic backgrounds all create new challenges and new anxieties.

Teachers of young students are pivotal in the development of their self-esteem. Success builds success. Good feelings about oneself come from having positive experiences. Students need the caring and approval of adults around them to continue developing a strong sense of self.

If this early fostering of self-esteem is not forthcoming, students advance to the next levels with negative feelings about themselves, their work and their peers. This compounds problems for these students as they move up in grade.

The concerns of five-year-olds center around working within their environment, developing trust, understanding their emotions and getting a sense of their own bodies. They need time to explore, face and conquer these challenges. Support and approval are important to mastering these skills.

Six-year-olds begin to understand their own responsibilities and become more independent.

Seven-year-olds develop a sense of themselves and an awareness of how others view them. They are able to understand their own potentials and limits more easily.

DEVELOPMENTAL DESCRIPTIONS

3-6: SELF-ESTEEM

The self-concept of third to sixth graders has been shaped by prior experiences which continue to influence current views of self. These students need to learn coping skills which enhance strengths and ameliorate weaknesses.

As dependencies begin to shift from adults to students, peer groups play a key role in the development and maintenance of self-esteem. The students measure themselves according to their peers. They must come to accept the fact that they can't always be on top. As they realistically assess strengths and weaknesses, they begin to set appropriate and manageable goals. High interest materials which build success are especially helpful to strengthening ego.

Students are exposed to new values and ideas as their circles of friends widen. Previous values, once rigidly held, are now challenged, resulting in a period of flux.

The process is further complicated by an increasing interest in the opposite sex and a concurrent heightened concern about their own identities and self-worth.

DEVELOPMENTAL DESCRIPTIONS

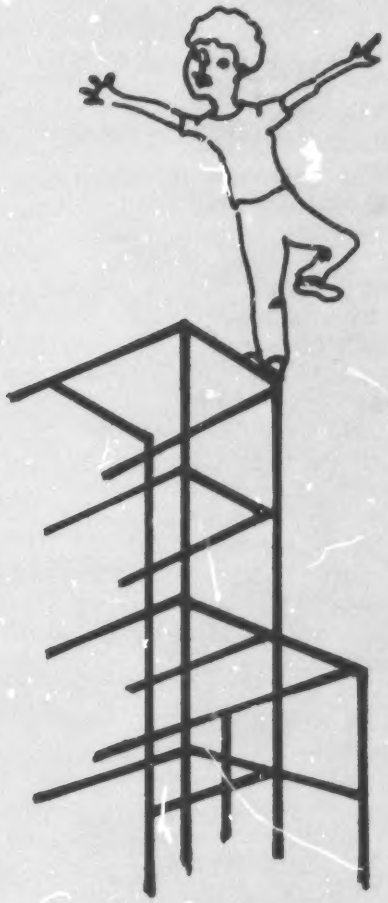
7-9: SELF-ESTEEM

At the adolescent level, problems in learning are frequently linked to deficiencies in self-esteem and self-control. By adolescence, self-image influences work skills and study habits. Many students need values clarification and benefit from role playing activities. Such activities reveal their personal feelings concerning interpersonal and societal problems. By learning about their own strengths and weaknesses, students are better able to build a supportive environment which nurtures growth. The teacher must emphasize that enhancing self-concepts frequently involves modifying life goals and values. Activities should be provided which help students strengthen positive relationships.

SELF-ESTEEM ACTIVITIES

CONCEPTS

Students need to recognize their own individual attributes (i.e. name, sex, hair color) and those of their classmates.



ACTIVITIES

1. Who Am I? Teacher makes a permanent chart of the students' names with columns for "present" and "absent". (A 2' x 3' piece of peg board maybe used.) Put the first and last names of all the students on a chart with a peg in each column for each name.

Each morning have the students form a circle. Students will be instructed to put pegs on their names as the teacher calls the roll. Students who are present can put pegs next to the names of students who are absent.

Use the same attendance chart for additional activities. Use different sets of colored pegs to shoe special attributes, (e.g. students with short hair will put orange pegs on their spots while students with pig-tails, corn rows, etc., will use other colors.) Discuss likenesses and differences. Change attributes after a set period of time. (K-2)

2. Mirror-Mirror. Use a full length mirror. Break the class into small groups to go to the mirror. Students close their eyes, open them and tell what they see first. Then they tell what they liked best. If the mirror could talk, what would it say?

In a related exercise ask students to choose 4-5 classmates they know well. The chosen classmates should be visible in the mirror. The student at the mirror then describes the chosen classmates' positive traits. If the student has difficulty, a friend provides a positive descriptive statement.

SELF-ESTEEM ACTIVITIES

CONCEPTS

Students need to recognize their own individual attributes (i.e. name, sex, hair color) and those of their classmates.

ACTIVITIES

Five minutes is a good time limit. (K-6)

3. Move Around The teacher rotates the position of "line leader", giving each student a chance to hold the honored position. Vary line-up arrangements by using alphabetical order, sized places, etc. The class can also be lined-up according to a specific attribute, i.e., all plaid shirts first, people wearing red second, etc. (K-3)

4. I Am Thumbody Have children sit in a group. Discuss how each person in the world is special and unique. Explain that each person has a different fingerprint. Show them your own (use a stamp pad and washable ink.) Then have each child make a thumb-print. Have each student turn their thumbprints into characters and then write or dictate a "thumbnail sketch" about themselves. Display the work on a bulletin board or make a scrapbook of "Thumbodies". (K-6)

A good introduction or follow-up to this activity is reading This Thumbprint by Ruth Krauss.

5. You Must Have Been a Beautiful Baby. Prepare a bulletin board with the title "You Must Have Been a Beautiful Baby". Using this title, ask each student to bring in a baby picture which will be displayed on a bulletin board. (Teachers may want to bring in their

CONCEPTS

Students need to recognize their own individual attributes (i.e. name, sex, hair color) and those of their classmates.

Students need to recognize and discuss their unique personal backgrounds.

ACTIVITIES

pictures also.) Students in the class have to guess who's who. When guests visit the room they too may try to identify the students-then and now. As a follow-up, discuss students' memories of their early years. Compare with current interests and feelings. (3-9)

6. What's in a Name? At the beginning of the year plan to have your students decorate their own names. Use something fancy like glitter and glue or bright magic markers.

Arrange the names around the room or have them displayed on a bulletin board with titles such as "Our Broadway Stars." Use the name cards during group meetings so students become familiar with other students and continue to develop a sense of self.

This activity can be repeated during the year using other media, cursive writing, etc. (K-3)

7. Happy Birthday Everybody! Birthdays are special! Make each student's birthday a special day. You may use a crown for the student, cookie treats, or a birthday jacket to be worn for the day.

8. Me. Students can cut and paste pictures, words, or symbols that represent aspects of their lives, possessions, places they have visited, and people they admire. Display a chart in the classroom entitled, "Guess Who's Who?" (K-6)

SELF-ESTEEM ACTIVITIES

CONCEPTS

Students need to recognize and discuss their unique personal backgrounds.

ACTIVITIES

9. I'm a Ten! Students are given an assignment to find the answers to ten questions. This list can be developed to focus on the students, their families, and/or their ethnic backgrounds. Questions may include: I get up at _____ o'clock. I live on the _____ floor. I have _____ brothers and _____ sisters. My mother lived in _____ when she was little. My favorite food is _____.

When the assignment is complete, share the information as a class. Display charts using the information. Discuss similarities and differences. (2-5)

10. Ten Things About Me. Have the students write ten statements about themselves. Lists may include: I get up early, I like chocolate ice-cream, I live in the projects. Display these with silhouettes of the students or photos. This is an excellent September activity. Make students aware of their birthdays by developing a birthday chart which students can help make. Divide a piece of construction paper into twelve parts for the twelve months. Give students stickers and have them place the stickers in the column of their birthday month. Name and date may be added later. (K-2)

11. Logos. Introduce the "I Love New York" jingle and .

CONCEPTS

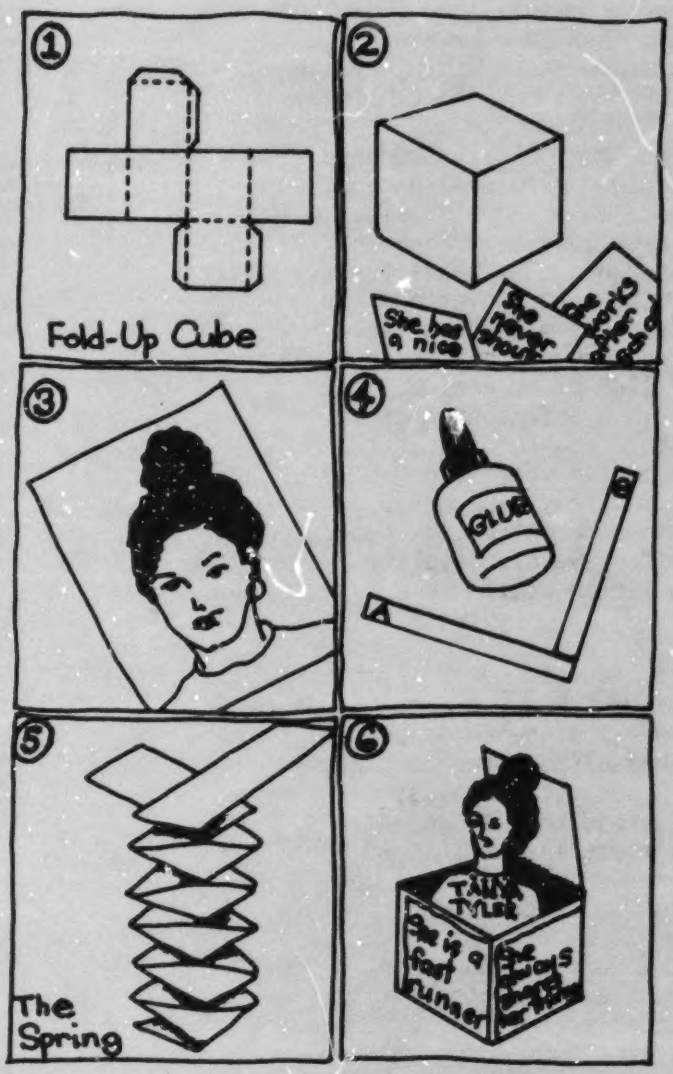
Students need to recognize and discuss their unique personal backgrounds.

ACTIVITIES

related advertising displays. Using the "I Love_____" logo have students create their own ads, emphasizing their own individual strengths.

Individual logos can be combined to develop a class advertising campaign. (3-9)

12. Pop-Up Personalities. Students select five important facts about themselves. Students phrase the facts as five one sentence clues which identify their "personality".



Prepare folded up cubes (see diagram) or small milk cartons covered with paper and a tag board flap to replace the top. Write one of the sentence clues on each of the five sides. To create the pop-up feature of the box, make a spring from two paper strips, each 18" long and 1" wide.
To assemble the boxes: Place an end of strip A over one end of strip B at a right angle. Fold strip B over strip A at a right angle. Fold A over B again at right angles. Continue to fold the strips in an alternating pattern maintaining right angles. Fix the last fold in place with glue. Attach one end of the paper spring to the inside of the box and the other to a small drawn picture or photo of the student. The spring is then pressed down to lower the picture into the box. Fasten the lid lightly with a small piece of tape. When all the pop-up boxes are completed,

SELF-ESTEEM ACTIVITIES

CONCEPTS	ACTIVITIES
Students need to recognize and discuss their unique personal backgrounds.	exchange them among students as biographical puzzle challenges. Later they may become part of a permanent guessing game display. (4-6)
	13. The Life Line. Use this activity as a Language Arts project. Students string 3" x 5" cards representing events in their lives. Hook the cards to thin rope or yarn. Display the lines and use them to motivate discussion regarding events that make an impact. (6-9)
	14. Pac Power. Students design individual game boards modeled on popular electronic games such as "Pacman." Students must chart their paths through various personal milestones and challenges, relying on "Power Pills" representing their unique skills such as "good athlete", "neat writer", "great memory" etc. Blueprints may be mounted on oaktag or construction paper for effective displays and bulletin boards. (7-9)
Students need to identify and discuss their emotions and opinions.	15. Mastery Logs. Each student keeps a log. Students enter statements about themselves after completing an activity such as, "I learned that I can add numbers larger than 10." "I was surprised that I could run so fast." (2-5)
	16. Here and Now Wheel. Student draws a circle with four intersecting lines. Student writes four words that describe feelings here and now. Student writes two sentences using each word. (2-6)

SELF-ESTEEM ACTIVITIES

CONCEPTS

Students need to identify and discuss their emotions and opinions.

ACTIVITIES

17. Personal Flag. Teacher holds up a universal symbol such as a Red Cross. Students are asked to think of other symbols. Discuss making symbols for happiness, family, spring, sports, etc. Students make flags and share their feelings with the class. Flags are used for personal and group events. (2-9)

18. Compliment Time. Divide the class into small groups of four to six. Students print their names on a piece of paper. Papers are passsed to the left. Each student writes a compliment about the student whose name is on the sheet. Continue passing until the circle is complete. Students can read back compliments, put them into a booklet, or display them on a bulletin board. (K-6)

19. Maybe Yes, Maybe No. Prepare a list of activities common to the students in your class. (A series of simple drawings may be substituted for nonreaders.) Ask students to rate each activity by writing "Like" or "Don't Like" next to each item. Include a blank space at the bottom of the list which students may use to add an activity, describe their feelings about an item on the list or draw a picture illustrating one of their favorite things to do. Individual lists may be shared with the class and mounted on a bulletin board. (K-6)

SELF-ESTEEM ACTIVITIES

CONCEPTS

Students need to identify and discuss their emotions and opinions.

ACTIVITIES

20. Weekly Meters. Ask each student to list 5-10 events that occured during the week. Stress that the list may include events that were either happy or sad, successes or failures. When students have completed their lists, ask them to rate each event on a scale of 1-10 (or 1-5), with "10" representing an event that made them feel happiest and "1" representing an event they found very sad. After each item has been rated, have the students develop bar graphs from the lists. Each bar should be labeled and the graph should be titled.

Ask members of the class to share events on their lists and their ratings. Reasons for the rankings may be explored. Select items that were frequently listed and ask the class to average the rankings and/or develop a class graph.

In a related exercise, the teacher may select a number of events or activities common to the urban experience and ask the class to develop rankings and graphs in a similar manner. (3-9)

21. Your Worst Nightmare. Discuss nightmares and how your students feel about them. A good motivator is Mercer Mayer's There's a Nightmare In My Closet. Prepare a ditto showing a child asleep in bed. Students then draw a picture of their worst nightmare. They may write or dictate a story about the dream. (3-9)

CONCEPTS	ACTIVITIES
Students need to identify and discuss their emotions and opinions.	22. Journals. Journals provide an opportunity for students to both select significant experiences and consider their reactions to them. They also provide an efficient way to record important memories. Format can be prescribed or free-form. Daily opportunities should be provided to record entries. Journal writing is a mode of self-expression which can tap students' innermost feelings. The decision to share journal entries should therefore rest with the students. To start, it may be necessary to brainstorm topics for the first entries. Ask students to consider writing about a very recent neighborhood event, something they like to do in their spare time, their reactions to a recent classroom activity or a time when they were afraid or angry. Once writing begins, the teacher serves as a resource for locating information or assisting with format or spelling. It is important to emphasize, however, that students should make self-expression their main concern, form should take a subordinate role. (3-9)
	23. Collages. This art form provides many opportunities for students to express their feelings. Ask pupils to select three to five important areas of their lives such as family, friends, school, hobbies, etc. Ask students to develop their own collages concerning these important areas of interest.

SELF-ESTEEM ACTIVITIES

CONCEPTS	ACTIVITIES
Students need to identify and discuss their emotions and opinions.	Make silhouettes of students Use the outer space to frame the collages. Collages may be displayed in a group show. In a related activity the teacher may ask the students to write short descriptions of their work, stating their reasons for using specific material and/or their feelings about various areas. The teacher may also ask the students to develop collages which explore attitudes about their environment. These collages may be entitled, "My Block", "My Neighborhood", or simply "The City." (3-9)
Students need to identify their ethnicity and cultural backgrounds.	24. Family Traditions. As part of Regional Studies Units, ask class members to develop brief descriptions of important family traditions which may be traced to other cultures and countries. Individual descriptions of important family traditions may be written on ditto sheets and accompanied by relevant recipes, drawings, etc. Sheets should be duplicated, collated and stapled to form a class book which may be distributed to the school community. (7-9)
	25. Personal Timelines. Students construct personal timelines indicating significant events in the histories of their families or ethnic and religious groups. Events might include arrival in the United States, jobs held by family members and significant group

CONCEPTS	ACTIVITIES
Students need to identify their ethnicity and cultural backgrounds.	achievements. "Flip charts" or adding machine tapes make ideal materials for these projects. Events may be described or drawn on the pages of the chart or sections of the tape. This activity may be expanded to depict neighborhood history or serve as a class log. (6-9)
Students need to identify and discuss their ethnicity and cultural backgrounds.	26. Color Me Beautiful. Teach the song "Bein' Green" by Joe Raposo (Sesame Street Song Book-Simon and Schuster, 1971). Stress the feelings at the beginning of the song about "not easy bein' green" and discuss how the idea is transformed into positive images.

Follow-up may include books such as Brown is a Beautiful Color, by J. C. Bond and Black is Beautiful, by A. McGovern.

(N.B. Many other songs from Sesame Street lend themselves to strengthening a student's self-image. Songs such as "My Name" by Jeffrey Moss, "What Can I Do?" by Joe Raposo, "Everyone Makes Mistakes" by Jeffrey Moss are just a few of the possibilities.) (K-3)

27. Ebony and Ivory. Divide the class into groups of four. Ask them to develop a composite portrait, selecting favorite features including eyes, nose, mouth, smile, ears, hair, and skin colors. Pictures are displayed and and the teacher leads a class discussion of standards of beauty and self-acceptance. Follow up with the Dr. Seuss

CONCEPTS	ACTIVITIES
Students need to identify and discuss their ethnicity and cultural backgrounds.	story of The Sneetches, which fosters pride in self and acceptence of others. (3-6) 28. "We Are An Ethnic Family." Obtain the filmstrip and cassette series, "Children of the Inner City" published by Singer Division of S.V.E., Chicago, Il. 1970, edited by Emilie Lepthum. This cassette and filmstrip series portrays the lives of families and children from six different ethnic backgrounds: a Japanese boy, a Mexican girl, a Puerto Rican boy, a Native American boy, and an Appalachian girl. Obtain story books about ethnic families: e.g., Striped Ice-Cream, by Joan Lexau, 1962, Scholastic Books, NY, a story concerning a Black family; In My Mother's House, by Ann Clark, 1969, Viking Press, NY, which concerns a Southwestern Indian in a pueblo; or Angelita, by Wendy Kessleman, 1970, Farrar, Strauss, Giroux, NY, a story about a Puerto Rican girl whose family moves to New York. Students read the books and/or listen to the cassettes, then discuss the roles of the family members. The students also describe the settings. After the discussions, divide the students into groups of five and give them opportunities to role play different scenes from the stories. After adequate practice each may group may present its dramatization to the class and discuss the feelings that arise in the dramas.

SELF-ESTEEM ACTIVITIES

CONCEPTS	ACTIVITIES
Students need to identify and discuss their ethnicity and cultural backgrounds.	Extension: Invite the students' parents, grandparents and other relatives to share their unique family experiences with the class. (7-9)
	29. The Medium and Its Message. Many newspapers, magazines and television and radio stations directed towards specific ethnic and cultural groups are based in and around New York City. These include El Diario-La Prensa, New York Times, New York Amsterdam News, television channel 47, and radio stations WEVD and WHIT.
	Work with a public or school librarian to develop a list of specialized media. Distribute the list to the class and ask students to select stations or publications relevant to their ethnic and cultural backgrounds. Students then prepare individual reports describing their selections.
	Research should include material obtained directly from the staff of the media concerning editorial content and programming. Students should also review recent offerings and schedules of publication or operation. Field trips and guest speakers should be scheduled whenever possible.
	As a final step, a report should be prepared which compares and contrasts the station or publication with the general median. Reports may be proofread, revised in an attractive display in the reference section of the school library. (7-9)

CONCEPTS

Students need to identify areas of their academic competence.

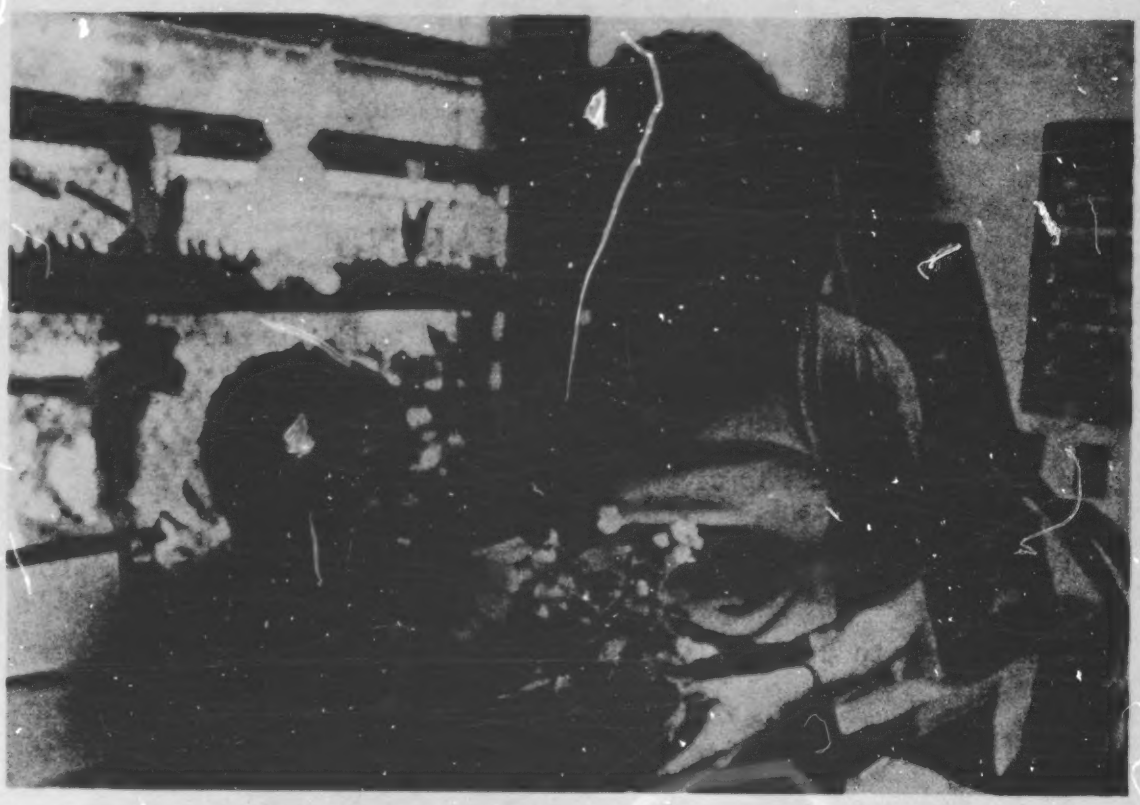
ACTIVITIES

30. Snapshot Strengths. It is important to record student successes. A camera can be an invaluable ally in this quest. Take pictures of students working and playing successfully or posing next to completed projects. Give each student space on a bulletin board and assemble several success stories under it. Pictures should be periodically updated. Old snapshots may be sent home with a letter of recognition and praise or kept as material for a class scrapbook. (3-9)

31. Big Brothers/Sisters. Mentoring and tutoring provide significant opportunities to promote the growth of a positive self-image by highlighting areas in which students feel skilled and trusted. Tutors may assist with individual academic tasks or large group activities in the gym, yard, or cafeteria. Time should be set aside on a regular basis to allow the student to perform these activities. Students involved in the tutoring program may be asked to keep a log and make periodic reports about their work and the progress of their Little Brothers/Sisters. Time cards may be used to develop career education perspectives.
Several considerations should be kept in mind:
a. The activity requires close and continual cooperation between teachers of the classes involved.
b. Time for tutoring should be scheduled around other activities and routines.

CONCEPTS	ACTIVITIES
Students need to identify areas of their academic competence.	c. Activities should be well structured and responsibilities should be defined before students are assigned. d. Students skills and needs should be carefully considered and matched. e. Feedback is essential for continued success. (4-9) 32. Bragging. After an activity take time to allow "bragging." Call on a student. The student states two goals accomplished by the activity. This focusses their thinking on the task and emphasizes success. (5-9) 33. Commercial. Students develop a self-portrait "commercial" which stresses their strengths. It may be verbal, taking the form of a radio or T.V. spot. It may also be presented in graphic form as a poster or brochure. Materials may include scissors, markers, paper, camera, typewriter, etc. Divide the class into pairs, an artistic student may be paired with a fine writer. (6-9)

SHARING



MODULE II-SHARING

The second module is designed to help teachers facilitate student growth in the area of sharing. These activities concern sharing at two levels-the sharing of tangible objects such as toys, games, and school supplies, and the sharing of ideas, thoughts and emotions.

In order for students to develop the art of sharing, the following concepts are important:

Students need to share materials, personal possessions, and supplies with peers.

Students need to share feelings and ideas with peers.

SHARING

Introduction

Think of sharing. What does it mean to you and your students? Sharing can mean many things. The dictionary defines sharing as the "use, enjoyment, or experience of something in common".

Most people think of sharing in terms of tangible items--toys, pencils, crayons, and books. This unit will consider the other side of sharing as well--the sharing of intangibles such as feelings, thoughts, and ideas.

This unit is divided into grade and developmental levels for easier use. As the teacher, however, you may wish to select activities from any of the levels to suit the needs of your class. You know best!

Sharing has been identified as an important coping skill at every grade level. It takes place in your classroom everyday at many different levels.

Our purpose is to highlight the many kinds of sharing--from the sharing of concrete possessions to the sharing of feelings and friendships. The exercises which follow will enable your students to develop this important skill.

Sharing is a social skill which develops when a child has adequate self-awareness and a need for social interaction. It develops when a student has a feeling of abundancy--that there will be plenty to go around. With a sense of abundancy, there is no need to hoard. The student can share supplies today with the sure knowledge that there will be plenty to go around tomorrow. This sense refers not only to material things, but to the teacher's time, attention and affection as well.

In our city where supplies and space are often at a premium, it is essential to promote the development of skills in sharing. The activities which follow may be infused into a number of curriculum areas and incorporated into everyday lesson plans.

DEVELOPMENTAL DESCRIPTIONS

K-2: SHARING

Sharing is a social skill which develops when a student has a need for social interaction. Students at this developmental level are often not ready for such experiences.

Five-year-olds have a strong sense of possession. They do not like to share, but will do so to please adults and gain adult approval.

Six-year-olds are often self-assertive and somewhat aggressive. They find it hard to share. They need to be the best at everything and are often less cooperative than five-year-olds.

Seven-year-olds often show a willingness to listen to others and to share ideas as well as tangible things.

Sharing in K-2 will include taking turns, sharing materials with others, and dividing materials among a group. It should be noted, however, that students at this level often find it difficult to share their feelings with either peers or adults.

It is not a usual occurance for children at this level to share their feelings either with peers or adults.

DEVELOPMENTAL DESCRIPTIONS

3-6: SHARING

Socially, the eight-year-old prefers to work and play with others. This need provides many opportunities for sharing, either with one other person or several people.

The nine-year-old is often involved in clubs and groups. Such a student is ready to share with large numbers of people.

Although still strongly drawn to group activities, the ten-year-old has strong urges for individual competition. This factor tends to make sharing erratic and unpredictable at this age.

By eleven years of age, the student often seeks periods of solitude but is still able to share material goods. The shyness typical of the age, however, inhibits the sharing of feelings.

DEVELOPMENTAL DESCRIPTIONS

7-9: SHARING

New teachers often assume that students at this developmental level have mastered the skill of sharing. This is frequently not the case, particularly with special education students whose socialization skills have been delayed by their handicaps.

SHARING ACTIVITIES

CONCEPTS

Students need to share materials, supplies, and personal possessions with peers.

ACTIVITIES

1. Special Time With Teacher
As a reward for completing an assigned task, individual student are given time to play a game of their choice with the teacher. The students also receives a sticker badge saying, "Special Time With Teacher" to be placed on a special calendar.

A rotating committee of students may be established to plan daily classroom activities. This committee meets with the teacher on a twice-a-week basis. (K-2)

2. Sharing a Special Possession. Ask the students to bring a toy, book, game, ribbon, or pebble from home to share with other students in the class. Have the students move their chairs to form a circle. Each student tells the others why the article is special. Ask the students to share the article with the person on the left. Each student is given the opportunity to talk about the shared posession.

When the items have been put away, encourage the students to discuss their feelings as they watched their favorite possession being used by others. (K-4)

3. Share a Task With a Partner. Distribute an instructional task to paired students in the class. Tell the class that each pair must share materials. Ask one student to complete even problems, the other to complete the odd problems. (1-6)

SHARING ACTIVITIES

CONCEPTS

Students need to share materials, supplies, and personal posessions with peers.

ACTIVITIES

4. Make Believe Corner. Have a special place in the room for clothes and a full-length mirror, if possible. Choose the hats, scarves and shoes of community workers. Have students share a special hat-each one wearing it for a specified length of time and then passing it on to the next. Praise the students for sharing. (K-2)

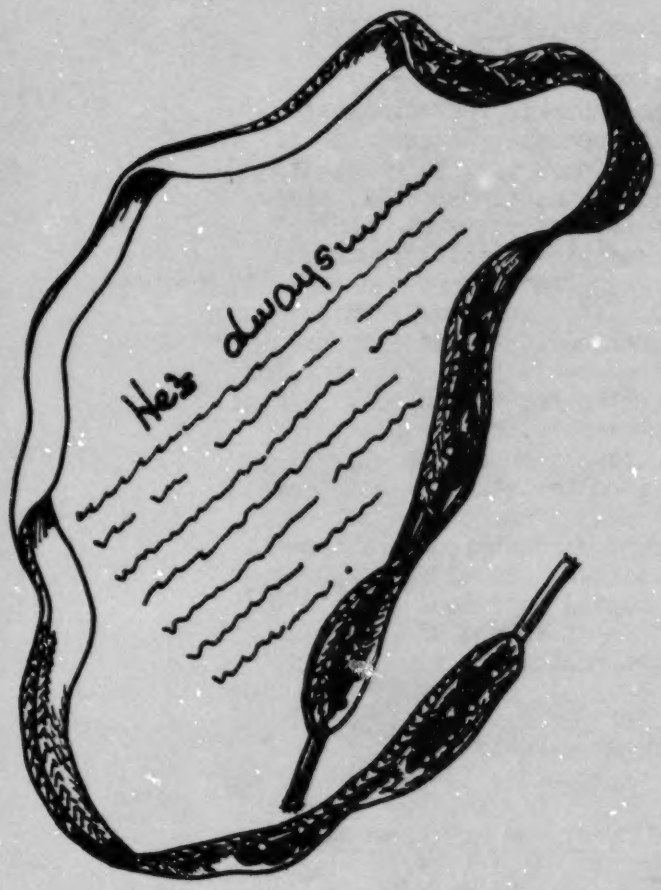
5. Musical Shares. Arrange desks in a circle. Each desk will function as a learning station for a specific task. As such, each station might include fraction puzzles, metric rulers, a metric scale, geoboard, etc. For a reference assignment the learning station might include a dictionary, T.V. guide, thesaurus, encyclopedia, and newspaper. Each student is given a worksheet that requires the use of the materials on the desks. Music is played softly in the background. Students work at the learning stations until the music stops. At this point the students must pass all of their materials to the student on the right. The activity continues until all the students have sufficient time to work with all the materials and complete the task. If you think music is too distracting, use a bell or a timer as the signal to change.

Group identification may be enhanced by having the students race against the clock. The winning group is the first to hand in

SHARING ACTIVITIES

CONCEPTS

Students need to share materials, supplies, and personal possessions with peers.



ACTIVITIES

worksheets that are all correct. (3-6)

6. Wear and Share. Tell the students to wear their favorite pair of shoelaces on a specific day. At the end of the morning routines students are asked to remove their right shoelaces and place them in a box. (Laces can be fancy laces earned by the students or painted in an art lesson). Students write complimentary statements about the person whose lace they have picked and decorate the composition with a drawing of the lace. A few days later the teacher puts the papers on the board and asks the students to match the names with the compliments.

Pairs of students may prepare a list of questions entitled "Everything You Wanted To Know About _____(another student), But Were Afraid To Ask" to be exchanged the following day. (3-6)

7. Lending Library. Each student makes a book. The book may be developed in conjunction with a particular subject or assembled as a collection of creative writings. After completion the book is shared with another student.

Have the students in the class make a book on the same subject and share the books with another class. Students may also prepare a hands-on exhibit of such materials as a weather station or a model of the systems of the human

SHARING ACTIVITIES

CONCEPTS

Students need to share materials, supplies and personal possessions with peers.

ACTIVITIES

body to share with another class. (3-9)

8. Planters' Cooperative. Designate one corner of the room as a plant nursery and assemble in the corner all the necessary materials for growing a variety of plants (i.e., cuttings, soil, seeds, pots, etc.). Break your class into small groups and assign each group the task of planting seeds or root cuttings. Assign each group one week's responsibility for caring for the nursery. When necessary, excess plants or cuttings should be shared among the students and taken home. Students may also decide to share the extras with the school staff on special occasions or give them as tokens of appreciation.

Students may be assigned to graph or chart the growth of the plants. (3-9)

9. American Fruit Has Many Roots. This activity may be ongoing. Discuss the various cultures and backgrounds of your students. One theme may be traced through various cultures (i.e. Fall holidays which have references to the harvest). Another approach is to relate lessons to the various Cultural Heritage Weeks.

Have the students share the traditions, typical foods, crafts and clothing of people found in their culture. Family members may be interviewed or invited to speak to the class.

SHARING ACTIVITIES

CONCEPTS

Students need to share materials, supplies and personal possessions with peers.

ACTIVITIES

Make a cultural bulletin board. Put a world map on the bottom and a map of the United States on the top. Over both, place a large tree with roots all over the world and its branches spreading over the Unites States. Students can place their own photographs on appropriate branches. (3-9)

10. Courtesy Cards. The teacher makes a number of courtsey cards on 3" x 5" index cards. Each time the teacher sees a student sharing the student is given a card. At the end of the week, the cards entitle the students to specific priviledges (e.g. time to play games, lunch with the teacher, etc). (K-9)

11. Time Capsule. Discuss the purpose of time capsules. Ask students to suggest items to be placed in a class capsule. Students may contribute work samples, photographs or drawings of the year's events, personal possessions and cassette recordings. Written or recorded narratives may also be included.

Design an attractive shell for the time capsule and display the project in an accessible area. At the end of each year, invite alumni to return and share with the class the memories highlighted by the capsule's contents. (6-9)

SHARING ACTIVITIES

CONCEPTS

Students need to share feelings and ideas with peers.

ACTIVITIES

12. Express Your Feelings. Arrange the class in a circle. The teacher presents a "cue" to the class in the form of a photo, situation card, story, etc. (You may want to use pictures of various sections of New York City, such as Chinatown or Yorkville.) Students in turn present their responses on cue. The teacher should remain nonjudgmental but should praise the students for sharing their feelings. Questions such as, "How do you feel about that?" and "What would you do in that situation?" should be used to elicit feelings. List the responses on the chalkboard or use them for topic development in writing assignments. (K-9)

13. We Live Together. Discuss with your class people who work in the school building. List the various jobs. Set up a one-hour trip for the class around the school building. Make sure that your students visit out-of-the-way places they would normally not see such as the custodian's work spaces and the kitchen. Go to an upper grade class. At all these places, point out people working and sharing together. Have the students share their feelings about the trip. (K-4)

14. Our Community Helpers. Show your class cardboard cutouts of various community helpers (i.e. police officers, firemen, grocers, etc.) Discuss the function of each of the helpers using

CONCEPTS

Students need to share feelings and ideas with peers.

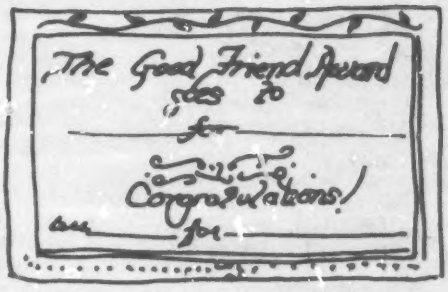
ACTIVITIES

the cutouts as motivation. Discuss how each of those people help their community. Make a map of your community, showing places where the community helpers work.

If possible, obtain hats worn by the various community helpers or make them. Have the students role-play and interact with others while wearing the hats. Stress sharing of feelings and responsibilities among those workers. Students should understand that people with those jobs must often help each other to get the job done.

Establish a "Helping Hands" section in your room where the helpers' names and jobs are listed. (K-5)

15. A Good Friend Award. Display a rexographed award with a space for the student's name, date and reason for the award. Ask the class to tell how they might help another student or a group of students in the classroom. Select students who help others to be award-winners. Present the awards in class with a great deal of pomp and ceremony. You might want to give tangible rewards to students who win this award a specified number of times. (K-6)



16. Lively Math. Use a combination of math and creative dramatics to symbolize the real life problem of sharing. Break the class into several small

SHARING ACTIVITIES

CONCEPTS

Students need to share feelings and ideas with peers.

ACTIVITIES

groups. The number in each group should reflect the quantity and complexity of the division problems you are going to assign. Ask each group to develop a short skit which illustrates the problem. Allow them time to develop the skit and rehearse. Actively involve yourself with each group, helping with the script. Each group then presents its skit and solves the assigned problem for the class. Present the best skit to other classes. (3-9)

17. Pen Pals. This exercises requires planning and cooperation between the teachers of two or more classes. Randomly assign, or have students select, partners in another class. Set aside time for students to write to their pen pals. Topics may include classroom events, trips, or assemblies. Sharing of personal experiences should be encouraged. The class involved may develop charts or bulletin boards to display letters from other classrooms. (3-6)

18. Class Scrapbook. Start this exercise early in the year. Develop plans for recording special events in a class scrapbook. Take pictures at important class activities such as trips, assemblies, parties, sports events, etc. Ask students to write captions, short descriptions or reactions to the pictures. Add pictures of staff members who work with the class. As the year

SHARING ACTIVITIES

CONCEPTS

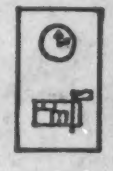
Students need to share feelings and ideas with peers.

ACTIVITIES

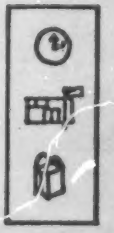
draws to a close, select students to write short summaries of what they learned in each of the major subject areas. Develop a timeline for the year's activities.

The completed scrapbook should be placed in a special location. Students who have moved to the other classes should be able to visit your classroom to look at the scrapbook. (3-9)

19. How Would You Feel? Develop a number of situation cards. Each card begins, "How Would You Feel If ..." and then goes on to detail a common situation (i.e. "your best friend moved away," or "someone hit you," or "your pet died"). Have the students design bonus or joker cards to be mixed in with the pack. Use an open-ended game board so that four students may play at one time. Each student gets a token to move. One die is needed for the students to roll in turn. As the students move the tokens around the board they have to respond to the cards picked. After answering, the token is moved the number of spaces dictated by the die. When the "joker" card is picked, the student must make up an original question and answer it. The first student to cross the finish line wins. (6-9)



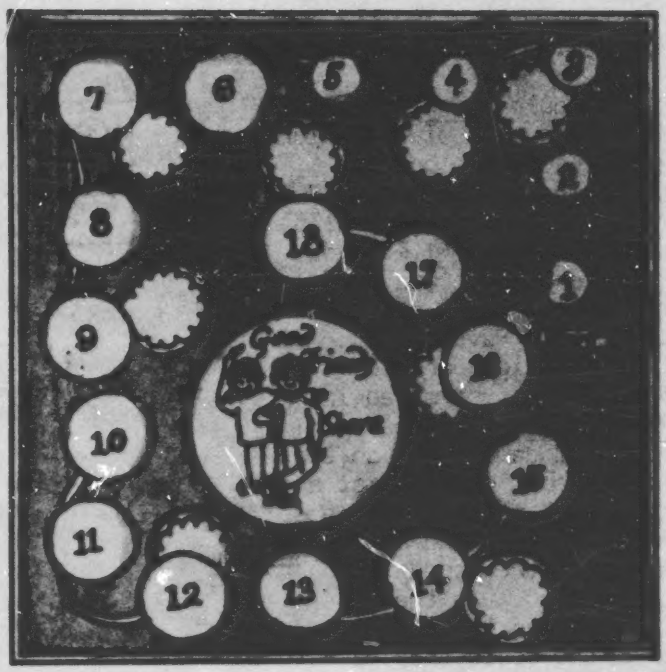
20. Good Friends Share. This game requires construction by the teacher. The teacher makes a game board from 22"



SHARING ACTIVITIES

CONCEPTS

Students need to share feelings and ideas with peers.



ACTIVITIES

square oaktag. Then, from colorful wallpaper, cut of five 2 1/2" circles, thirteen 3 1/2" circles, and one 5" circle. Make a path on the oaktag beginning with the smaller circles and working up to the largest circle. Connect the circles with wallpaper or wrapping paper strips as illustrated. Cut out eight 3" circles from white construction paper. Print the statements listed below using one scenario for each card. On the reverse of the scenario cards, print two appropriate responses.
Examples:
a. Your sweater is hanging on the back of your chair. You hear your friend behind you say "I'm cold. I wish I had brought my sweater." If you know what to say, MOVE AHEAD 2.
b. You are coloring a picture in the class. A friend comes to you and says, "I can't do my picture because I don't have a red crayon." If you know what to say, MOVE AHEAD 1.
c. You are starting to play with two friends. One has been the "banker" for the past two days. Now you want a turn. If you know what to say, MOVE AHEAD 3.
d. You are playing checkers with a friend. Someone says, "I'd love to play checkers." If you know what to say, MOVE AHEAD 2.
e. You are bouncing a ball at recess. Someone wants to play with the ball alone. If you know what to say, MOVE AHEAD 2.
f. You are walking to the bus with a friend. You are not

SHARING ACTIVITIES

CONCEPTS

Students need to share feelings and ideas with peers.

ACTIVITIES

carrying anything but your friend is loaded down. Some of your friend's things keep falling. If you know what to say, MOVE AHEAD 2.
g. Susan is holding a little kitten. Debbie wants to hold the kitten too. If you know what to say, MOVE AHEAD 3.
h. You are painting a picture of a house. All you need to finish is brown paint but you have none. You see that a friend has some brown paint. It is not being used. If you know what to say, MOVE AHEAD 1.

These white cards are interspersed among the colored circles as shown. Next to each white circle place a colored circle and connect them with a squiggly line drawn with a magic marker. At the end, place a large circle marked "Good Friends Share." At the beginning write "Start". A student starts the game by rolling the dice and moving the required number of spaces on the game board. When a student lands on a white circle, they should read the problems and respond to them. If the response is not correct, the student remains on that spot until the next turn. The first student to reach the "Good Friends Share" circle wins.

Extension: Scenario cards should be changed periodically when the students have mastered the old ones. (3-6)

SHARING ACTIVITIES

CONCEPTS

Students need to share feelings and ideas with peers.

ACTIVITIES

21. I'm OK, You're OK. List and discuss the various types of feelings (i.e. anger, sadness, love, hate). Discuss these feelings in terms of school experiences. For those students who get upset, seek group support by asking, "What can we do to make _____ feel better?" Explain that all people have feelings such as these at some points in their lives and it is helpful to share them with other people. (6-9)

22. Share and Share Alike. Take several items of different shapes, size, and color and place them in a "mystery bag". Each student, in turn, takes an item from the bag and describes it to the class. Students then write their descriptions on paper. Repeat the activity until all of the students have taken several turns. Discuss and compare what various students have said about the same object. (3-9)

23. Please Share. Students share their favorite scary, funny, or interesting story either orally or in writing. Students present the stories to the class. (3-9)

24. Play Out Your Problem. Break the class into groups of four. Assign each group one of the following topics:
a. Your best friend has decided to help someone other than you on a very important task.
b. You've been assigned to a group you don't like. Your best friend, however, is working in a group you like and teases you about it.

SHARING ACTIVITIES

CONCEPTS

Students need to share feelings and ideas with peers.

ACTIVITIES

c. A classmate walks up to you and says, "I really hate you," and walks away.
d. Your friend is playing the radio loudly during lunch time while you are trying to study for a test to be given during the next period.
e. You are in the lunchroom when you overhear two friends talking and laughing about you.

Give each group an opportunity to review the problems and prepare a role-playing exercise between the people involved in each scenario. Have the group role-play the situation for the class. Share feelings concerning the vignettes. Have the students describe and write the best solution. (7-9)

25. Straw Polls. Conduct periodic surveys of student opinions about current trends, events, personalities, etc. Polls might include: "Top Ten Songs," "Favorite TV and Movie Stars," and "Favorite Foods."

Results may be distributed as part of a class newspaper or posted in graph form on a bulletin board.

As a supplement, students may be asked to discuss their choices through written or oral presentations.

In upper grades students may be asked to rate preferences along a 1-5 scale. (6-9)

SHARING ACTIVITIES

CONCEPTS

Students need to share feelings and ideas with peers.

ACTIVITIES

26. Reference Library. Develop reference booklets which utilize student knowledge and strengths to provide helpful information. Topics may include "How To Succeed In Basketball", "How To Build Model Cars", "How To Make a Terrarium" or "How To Keep a Pet." Students select and research chapters of the booklets. Work is then place on ditto sheets and distributed to other classes.

Related activities may include booklets concerning history or science trivia, neighborhood resources or recipes. The booklets may also be accompanied by displays and presentations. (7-9)

COOPERATION

MODULE III-COOPERATION

Cooperation is a key to interpersonal relationships. Many students have trouble cooperating with both peers and adults. The activities in this module have been designed to facilitate cooperation in a classroom setting.

In order for the students to develop the skill of cooperating with peers and adults, the following concepts are important:

Students need to work cooperatively with small groups or individuals on non-academic tasks.

Students need to cooperatively plan classroom activities.

Students need to work cooperatively with small groups or individuals on academic tasks.

COOPERATION

Introduction

Young students often often cooperate with others to fulfill basic personal needs. Cooperative behavior--working together for mutual benefit--develops when the student moves away from the egocentric world and strives to become part of a group. Cooperating also requires a positive self-image, a feeling that one has something worthwhile to contribute.

Most students first learn to cooperate in the family. Some learn more successfully than others. School provides an opportunity for students to expand their social horizons and master the difficult techniques of group work.

Experiences in the classroom continually challenge students and motivate them to learn how to cooperate with students from varied social and ethnic backgrounds. By carefully structuring classroom tasks, teachers can provide ample opportunities for students to practice cooperating skills and learn to integrate individual strivings with group goals.

DEVELOPMENTAL DESCRIPTIONS

K-2: COOPERATION

Cooperation at this level means common effort. It is a social process in which the benefits of cooperating, a sense of kindness and well-being that comes from a successful group effort, outweigh the disadvantages. Young children acquire this important coping skill by associating with each other. Games, group songs, and movement activities provide excellent opportunities to develop and strengthen this skill.

Children at this age will form groups at an adult's request. These get-togethers, however, may be shortlived, sparked by arguments and jealousy on the part of the participants. At this point peer relationships are not as important as concerns with individual well-being.

Five-year-olds explore the formation of relationships with other children but are still very concerned with themselves and their own needs. They need adult approval and involvement to continue their cooperative relationships with other children.

Six-year-olds often go to extremes in behavior. They cocperate with their peers at one point, yet are resistant to cooperation just minutes later.

Six and seven-year-olds often experience rapid mood swings. They struggle with liking and disliking at the same time and can go from cooperating to refusing to cooperate with little apparent reason.

Seven-year-olds maintain relationships with their peers for longer periods of time. They often develop a sensitivity to the reactions of others and are wary of disapproval. They may leave the scene rather than expose themselves to criticism.

Groups of seven-year olds may also exclude other children from their groups and their play. Loyalities shift rapidly, however, and new groups quickly form with insiders becoming outsiders and vice-versa.

DEVELOPMENTAL DESCRIPTIONS

3-6: COOPERATION

As with other areas of social development, cooperation moves through a series of developmental stages.

As social horizons expand, eight-year-olds show a greater interest in others. Participation in group activities increases. The student identifies groups worthy of joining and begins to develop the sense of responsibility which is critical to playing and working with others. Teachers should find it easier to appeal to the eight-year-old's growing sense of the common good to solve group problems in the classroom.

As a sense of identity continues to evolve, students often become more selective in choosing playmates. Therefore, cooperation may increase in some situations where students choose their peers. When peer choices are forced, however, cooperation may decrease.

The nine-year-old is generally an enthusiastic club and group member. Students at this age are becoming increasingly aware of responsibilities towards others. While most students of this age can usually put group goals ahead of personal needs, there are those who cannot. Students who doubt their own self-worth have a great deal of difficulty stepping out of the spotlight and allowing group goals to take precedence. For these students cooperation is often difficult.

The ten-year-old is often divided between a desire to belong to a group and a strong individual competitive urge. One moment the student may be comfortable being part of a group, while the next moment the student may be clowning around, showing off, obstructing the group's goals or activities. Cooperation, therefore, is likely to be erratic.

Eleven is generally an age of intense activity. These students are constantly on the move. They eagerly participate in group activities and cooperate well with peers. However, they may argue frequently and exhibit bursts of anger. Groups form and reform as students leave and rejoin the same group within minutes. Students at this age may demonstrate strong loyalities to friends and exclude those not in favor. They can often become biting in their criticism of adults.

DEVELOPMENTAL DESCRIPTIONS

7-9: COOPERATION

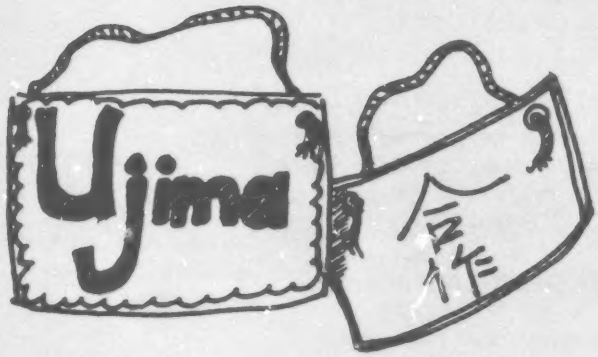
It would seem that students between the ages of twelve and fifteen would have mastered the task of cooperation. This may not be the case.

Teenagers are frequently restless and quarrelsome. They resent adult control, yet they really long for it. They are often intensely emotional. They like to work and play in groups, yet often have trouble doing just that.
Students need help in learning how to cooperate with their peers and adults.

COOPERATION ACTIVITIES

CONCEPTS

Students need to work cooperatively with individuals or small groups on non-academic tasks.



ACTIVITIES

1. Pairs Work Together. Pair students in an activity requiring the completion of a collage. The collage can take a number of forms. Students can make a collage of pictures showing a neighborhood they have lived in or visited (e.g., Harlem, Chinatown, Little Italy) or create a historical collage (e.g., Black History, U.S. History, New York City History.) Students have to cooperate in planning and executing the collage.

After completion of the project, allow students to discuss how cooperation was essential to its success. (K-9)

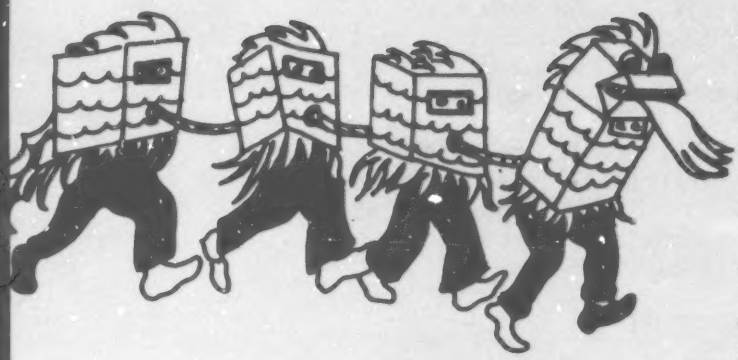
2. Building the Cooperation Tower. Discuss the need to cooperate in order to get things done in the classroom. Whenever the class or individual students cooperate make note of the act and place a marble in a large glass cylinder. Tell your class that when the tower is complete they will have a special treat (e.g., more playground time, a party or neighborhood trip.)

You may expand this activity. Gather pebbles on a trip and use them for the tower. You may also use a fish bowl with water and discuss how the objects inside have changed. (K-6)

3. "Cooperation" is a Special Word. Make up three or four cards and write the word cooperation on each one. Put a string through the cards so

CONCEPTS

Students need to work cooperatively with individuals or small groups on non-academic tasks.



ACTIVITIES

that students can wear them around their necks. When a student cooperates, allow the student to wear the badge for a set period of time. Make other signs using the word for "cooperation" in other languages such as Ujima (Swahili). (K-2)

4. Dragon People. Ask five volunteers to prepare a group dragon costume to celebrate Halloween or the Chinese New Year. Students should prepare five cartons large enough to cover their bodies from heads to thighs. All the members of the group jointly paint and decorate the completed sections. Make a slit at eye level in each section so that the students can see. Join all the sections with a rope tied at the head and tail and loosely connected to the three middle sections. The tallest student should be the head, the shortest the tail. Have students demonstrate the dragon for the class or a school assembly. Afterwards, discuss the project and the cooperation necessary for its completion. Discuss what would have happened if each section of the dragon had gone its own way. Study pictures of dragons in the Chinese New Year Parade or take the students to the parade. (3-6)

5. Color Guard. Have several students participate in a color guard for the class or the school assembly program. Discuss the responsibilities of the color guard with your

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CONCEPTS

Students need to work cooperatively with individuals or small groups on non-academic tasks.

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students and the need for cooperation in such an activity. Discuss the requirements of such a position (dress, demeanor, grooming, etc.) Rotate the students periodically to give all a chance. Afterwards, discuss feelings and how cooperation was needed to successfully complete the activity. (3-9)

6. Three Taps and Over. Use a volleyball game as a motivator. Tell your students that they must have three people touch the ball before it can go over the net to the other team. Stress that cooperation will determine the winner. (3-9)

7. Bucket Brigade. Break the class into groups of four to six. Teams line up thirty to sixty feet from a pile of blocks. At the command, the first person in each group runs to the pile of blocks directly opposite and picks up the top block. The student then runs to the end of the line and passes the block to the front. Each student in the line must touch the block. The person in the front of the line puts the block down and runs to pick up the next one. The activity continues until one team has all the blocks piled in front of it. (3-9)

8. Sequential Recitation. Take song lyrics, a poem or an anecdote and divide the lines into several parts. Pick students for each part and assign each student an appropriate spot in the

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sequence of presentation. At the command, students recite their parts. Do not cue the students as it is their responsibility to start and stop in the correct order. You may tape the students' presentation or have them act out their parts as they recite. (K-6)

9. Together We Stand. Pair students of similar heights. Students sit back-to-back with their arms linked at the elbows. The goal of each team is to reach a standing position without touching the floor with their hands. They can achieve the goal only by cooperating, pushing their backs against each other until they are standing. (3-9)

10. Sound Effects. Use a story or poem with a number of characters and descriptions that lend themselves to sound effects, (e.g. "the crackling fire," "the blaring trumpets.") Assign each sound effect to two or three students. Each group makes its assigned sound when you reach that part of the story. Give the groups time to practice. Read the story or poem. You may want to tape the activity for playback at a later time. Discuss what would have happened if everyone had presented their sound effects "off cue." (K-9)

11. Slalom Course. This activity may be performed with basketballs, soccerballs, or dodgeballs. Break the class into groups

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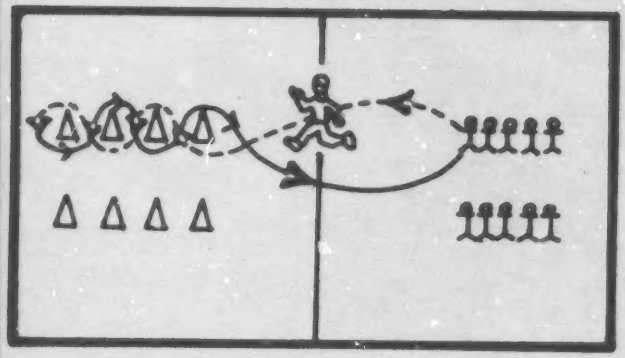

ACTIVITIES

of three to six students. Line up each group and place three to six evenly spaced obstacles opposite each one. Students must dribble the ball around the obstacles, reverse direction and pass the ball to the next person on line. The activity is completed when all team members have completed the course and the ball is returned to the line leader. (3-9)

12. The Line Up. Assembly lines are prime examples of cooperation in action. New York City with its many factories employs thousands of people who work on assembly lines. This exercise is designed to give students experience on working in assembly line fashion. Art and cooking lessons lend themselves to this type of activity. Have students complete such projects and draw pictures of each step. After a relevant field trip such as a visit to the Cumberland Sugar Factory, have students draw pictures of each step in the manufacturing process. Discuss how cooperation is a primary requirement of the assembly line process. What is good about the process? What is bad about the process? (3-9)

13. What Can It Be? Give four groups the same material and instructions. Materials should include scraps of wool, spools, dowels, fabric, paper, etc. The instructions call for each group to make something, tell what it is,

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Students need to work cooperatively with individuals or small groups on non-academic tasks.

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and describe its uses. Make sure all of the students work cooperatively on the planning and construction of their project. Give prizes for the most original creations. (3-9)

14. Join the Activity. Have the students sit in a circle. One student begins to perform a silent activity. When the activity becomes apparent to the others, they join in. For example, the first student may begin to perform some of the tasks necessary for preparing dinner. Ultimately the level of participation will increase to reflect a sharing of mutual concerns. (2-9)

15. Mirror Game. Have students pair off. One student performs an activity such as dressing, putting on makeup, combing hair, etc., while the other student acts as the reflection of the first. The students should maintain eye contact throughout. Students in the class can observe and analyze the activity. After a set amount of time, have the students in the pairs reverse their roles. (4-9)

16. Role Play. There are many situations involving role playing which can assist the students in learning cooperation. You might try these:
a. A seventh grade student rides an old, but perfectly well-kept bike to school each day. The student wants a ten-speed, but the parents

CONCEPTS	ACTIVITIES
Students need to work cooperatively with individuals or small groups on non-academic tasks.	can't afford to buy it. Role play a dialogue between the student and the parents in which they cooperate to find a solution. b. One student is carrying a term project to school on the bus when another student breaks it. Role play ways in which the teacher or principal might handle this situation. Role play discussions between the two students in which they strive to solve the problem. (6-9) 17. Moving Day. Students play situations requiring cooperation such as moving a piano or sculpture up a flight of stairs. Procedures for the task may be adjusted to match the needs of the class; i.e., the activity may be conducted as mime or with dialogue. A relaxed, natural atmosphere best suits the task. Do not appoint a leader, rather let events take a natural course. After completion, ask the class to evaluate the activity. Did the group cooperate effectively? Would they have reached their goal? Suggestions for securing and improv- ing cooperation may be generated. (7-9) 18. Tag Teams. Help students build up physical endurance by practicing calisthenics in small groups. One member of each group begins an exercise such as sit-ups or jumping jacks and continues until fatigued. At that point, the student taps

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Students need to work cooperatively with small groups or individuals on non-academic tasks.	a teammate who then continues the routine. After practice, teams may compete to determine the group capable of the greatest number of repetitions. (7-9)
Students need to cooperatively plan classroom activities.	19. We're Number One. Allow your class to plan a bulletin board which will display individual pictures of class members and a class picture. Give the board a title such as "We're Number One," "Stick Together With Class _____," or "Work as a Team." Invite other staff members to see the bulletin board. Staff members then write short statements praising the teamwork of the class and they ways in which they cooperate. These statements are posted on the bulletin board. (K-6) 20. You're the Teacher. Give each student in the class a chance to plan some activity. Cooperate with the chosen student by supplying assistance and ideas. Allow the student to carry out the plans and ask the class to give feedback on this activity. Add your comments and praise. (K-6) 21. It's Your Day. Prepare a monthly calendar with a large blank for each day. Have students fill in the blanks with special events such as class activities, birthdays, new arrivals and departures, etc. Insure cooperation on the project by setting up a schedule indicating which

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Students need to cooperatively plan classroom activities.

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students will be the "reporters" chosen to write on the calendar. Others report news to these students. Review the calendar daily, weekly, and monthly. (K-2)

22. Our Gift Shop. Discuss holding a small gift and toy sale for lower grade children. Let your class suggest ways to get the toys and gifts to sell (donations from staff, students, local stores, etc.) Plan a timetable for the activities. Prepare a chart indicating how the money from the sale will be distributed. Invite the lower grades to the sale. Allow all students to price and sell the merchandise and count the money. After the activity is complete, discuss why it was successful and why cooperation was necessary to make it a success.

You may also want to take pictures and post them on the bulletin board.

N.B. Follow standard school procedures for fund raising. (3-6)

23. It's Our Room. Involve your students in the maintenance of the room. Let the students list the jobs that they believe are necessary for the good of the class. Develop job descriptions and have the students apply for the jobs they'd like to do. The rest of the class functions as an interview team, selecting the student whose skills match

CONCEPTS	ACTIVITIES
Students need to cooperatively plan classroom activities	job requirements. Rotate the jobs by holding interviews several times during the school year. (3-9)
	24. Trip City. Use the New York City subway map to help students plan trips to locations around the city. While this can be done as a class activity, it would probably be best to break the class into groups of four to six students. Give each group a map (available free through the Transit Authority) and the location of both the school and a destination. Let each group work out the best route of travel. Discuss various routes with the class. If possible, take one of the trips with a transit guide. (6-9)
Students need to work cooperatively with individuals or small groups on academic tasks.	25. The Play's the Thing. Many schools put on plays during the school year. Plays build cooperation. Stage mini-plays, plays for the class next door and poetry recitals. Create plays to reflect the ethnic backgrounds and different parts of New York City. (K-6)
	26. Baker's Dozen. Food is a primary reinforcer and cooking is the activity that will motivate most children. Depending on the level of your group, you can follow a simple recipe such as one for pudding which requires little special equipment and is ready to eat in a relatively short time. As the skill of your group increases, the recipes can become more complex.

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Students need to work cooperatively with individuals or small groups on academic tasks.

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Emphasize that students need to cooperate in order to complete the recipes. Reinforce sharing by having the children bring utensils or ingredients from home. The teacher can share mixers, bowls, etc., with the class.

Cooking lessons can easily be infused into curriculum areas such as math (measuring, dividing, multiplying, using numbers) or career education (comparison shopping, manipulative skills.) Explore the richness of your students' backgrounds by using recipes which reflect their ethnic roots. Take a trip to Chinatown or Little Italy to sample ethnic foods. (3-9)

27. And Then .....And Then. Break the class into small groups. Provide each group with a story that ends at a dramatic point (e.g., "The Lady and the Tiger".) Ask each group to collaborate to develop an ending to the story. Groups present finished stories to the class. You may tailor the mode of presentation to your particular needs--dramatic scene, T.V., script, pantomime, etc. (3-9)

28. Talk It Out. Organize a debate about current events or a topic under discussion in a curriculum area. Assign a group leader must take a part of the debate question and research the subject. Members of the group must prepare arguments to support their position. The group leader speaks for the

CONCEPTS

Students need to work cooperatively with individuals or small groups on academic tasks.

ACTIVITIES

members. The remainder of the class acts as judge, listening to the arguments and deciding the winner. (6-9)

29. We Did It. Students will complete group projects as a result of this activity. Break the class into three or four groups and give them a single theme to follow (e.g., Black History, My Neighborhood, Our Roots, etc.) Each group may choose the modality in which they would like to work. Some may choose to develop a group collage, play script, commercial, or 3-D project. Allow adequate time for the students to plan and carry out their projects. Share completed projects with other classes or at a school fair. (7-9)

29. Poster Contest. Choose a central theme for the poster contest and break the class into small groups or pairs. Have each group make a poster to fit the theme. Group leaders elected by their peers can assign such jobs as pasting, coloring, etc. (4-9)

30. Lights! Camera! Action!. Working in groups, students create original comic strips or filmstrips as culminating activities summarizing learnings in content area units. Responsibilities such as scene design or lettering may be assigned or students may be allowed to determine contributions.

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Comic strips may be drawn on a variety of materials including transparencies. Filmstrips may be drawn on Thermo-Fax acetates or frosted film, available at photographic supplies stores. Some commercial publishers also sell filmstrip kits. Filmstrips and comics should be planned, reviewed and revised before students begin working with specialized materials. (7-9)

31. Adopt-A-Class. Classes from neighboring schools may be paired together to work on a variety of projects. Students may conduct neighborhood surveys, develop group science projects or take joint field trips.

A monthly newspaper or magazine may also be planned.

Intervisitations should occur at regular intervals to promote the development of social ties and productive working relationships. (7-9)

32. Class Feud. Play a modified version of "Family Feud" using questions from content areas.

Advance preparation will be needed. Prepare a series of questions from various subject areas. Assign point values to each question, giving harder questions a greater number of points. Divide the class into teams of three-to-five students. Teams compete against each other in round-robin fashion.

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CONCEPTS	ACTIVITIES
Students need to work cooperatively with individuals or small groups on academic tasks.	The game begins with two of the teams. Select one member from each of the teams and pose a lead-off question from one of the content areas. A correct response from one of the players allows the student's teammates to answer the other questions in the series. Should a team miss two questions, however, the opposing team gets the opportunity to supply a correct response to the last query. If the second team provides the answer, it wins all of the points amassed by its competitor in the round. The game proceeds until a pre-determined time limit or point total is reached. A panel of students may be used to keep score and/or determine the validity of answers and vague responses. (7-9)

PARENTS AND THE DEVELOPMENT OF SOCIALIZATION SKILLS

In order for the activities designed to promote socialization skills for students in special education to be effective, assistance and support between school and home is required. Parents and teachers should establish mutual goals for the student's development of socialization skills. Teachers should share activities in this Handbook with parents and provide them with suggestions for usage.

Parents may use the activities contained in the handbook in several ways. They may serve as models of the skills stressed in the handbook, demonstrating appropriate methods of sharing, cooperating and coping with the stresses of daily life in an urban environment. Parents should be encouraged to adapt the activities contained in this Handbook for home use. Many of the self-concept tasks, for example, may serve as the basis for parent-child discussions or one-to-one games. In much the same manner, activities in the cooperation and sharing modules may be used to structure group play and time spent with other family members or friends.

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